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*"Children require  
direction from vigilant  
and caring adults –  
indeed, they crave it."*

—Aristotle



We all value and understand the importance of setting high expectations for student learning. Equally important is setting high expectations for student behavior. Just about everyone, parents, teachers, administrators, and students, would agree that schools need to be safe and orderly places for learning to take place. Surveys consistently point out that students want clear expectations, fair discipline, and reasonable boundaries in their schools and classrooms.

The *Classroom Management and Student Discipline Tool Kit* provides a framework to aid teachers, principals, pupil services staff, and parents in establishing and maintaining positive behaviors and creating schools that are safe, orderly, and engaging places for all children to learn. It is filled with a sampling of effective programs, strategies, and activities being used by Wisconsin educators and parents. In addition, the tool kit is linked to Wisconsin's standards for educator licensing, describing the knowledge, skills, and dispositions necessary for teachers, administrators, and pupil services staff. It is a valuable resource for educator certification.

Sections of the tool kit are as follows:

**Historical Perspective:** This section gives the background of this tool kit and how it has been moved forward by a number of legislative and DPI initiatives aimed at safe and orderly schools.

**Philosophy and Climate:** The philosophy and culture of a school around school behavior contributes to a positive climate for learning. This section looks at how the philosophy and climate of a school building sets the tone for everything else that happens in a school. Also provided in this section are some common features of an effective school-wide behavior management plan.

**Good Teaching and Student Motivation:** Good teachers become a bridge between their subject matter and the students they teach. Effective teachers will motivate students to be successful in crossing that bridge. This section looks at how closely good teaching and student motivation are linked, and how these both relate to classroom management.

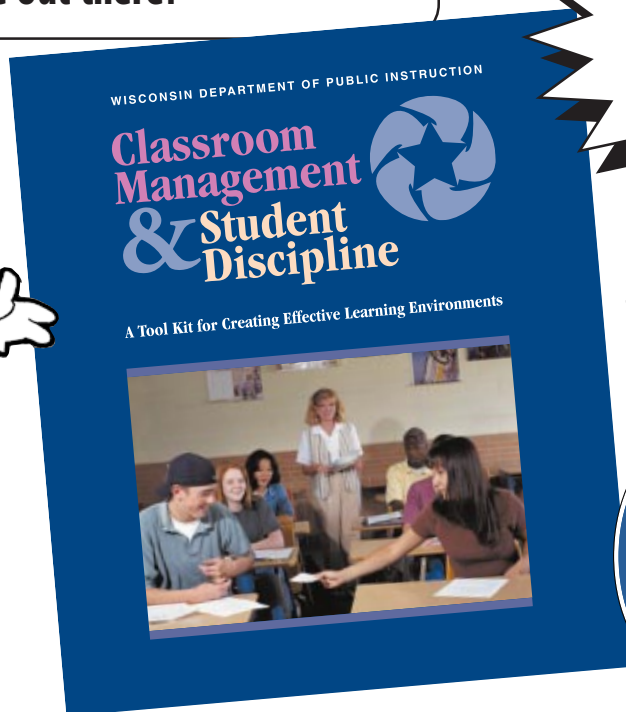
**Expectations and Classroom Management:** Behind every well-managed classroom is an effective classroom manager. From setting classroom expectations to classroom management techniques, this section focuses on the skills and knowledge necessary to manage a group.

**Individual Student Behavior:** Within each classroom, we know that the majority of students will follow the established rules and guidelines. We also know that there are generally a few students who will test these boundaries. This section is written with these students in mind. It is intended to help administrators and teachers recognize and understand the underlying motivations behind the chronic misbehavior of regular education students.

**Special Behavioral Needs:** A small number of students have behavioral needs that require additional services beyond those generally available in the regular education classroom. This section addresses how both special and regular education can work together to support the behavior of these students by maintaining high expectations and creating opportunities for success.

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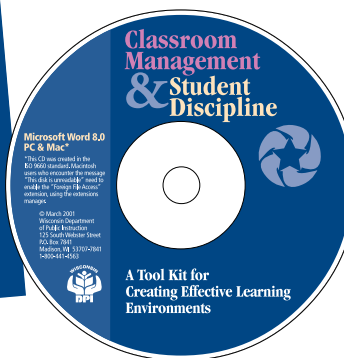
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